

**I. List 3-5 Student Learning Outcomes for students enrolled in your program.**

*These should be broad overarching learning goals. They are bigger than objectives.*

## Institutional Department Goals -

- I. Coordinate Noncredit ESL and Credit ESL programs.
- II. Offer flexible scheduling to meet the needs of our students.
- III. Maintain institutional recognition of and support for sufficient offerings to maintain a coherent and smooth progression and ultimately transition to credit ESL.
- IV. Fully utilize the Language and Culture Lab ensuring that all noncredit classes have access to it throughout the semester at regularly scheduled times.
- V. Provide professional development opportunities for faculty to be informed about changes and innovations in the field.
- VI. Eventually as more ESL students have their own computers, develop hybrid and Internet courses that will support ESL instruction.

## Student Learning Department Goals

To provide educational opportunities for NC ESL students to:

- I. effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. at work, in college, in social settings, etc.
- II. effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path.
- III. improve their connections and interpersonal skills in English.
- IV. build a foundation in English with which they can gain new job skills and obtain higher paying jobs.

All ESL courses will support critical thinking and appropriate academic behavior by ensuring that the students meet the following outcomes.

- I. ESL students are learning to think in a new language - they develop skills and vocabulary to respond to different situations at school, in their daily lives and at work. They learn to navigate through a new culture, through a new school system and through their jobs.
- II. ESL students learn to apply their language skills to intra-personal, interpersonal and intercultural contexts in order to work cooperatively in large and small groups and to show respect to their classmates and teachers.

## Program level Behavioral - Student Learning Outcomes:

Because our students are new to this culture and educational system, we incorporate strategies to help them take personal responsibility for their learning. In our department students learn to navigate the college system, develop the appropriate skills and behavior patterns expected in academic and workforce environments by:

- Attending all classes promptly and as scheduled.
- Demonstrating appropriate classroom behavior.
- Bringing text books and study material to class.
- Turning in homework on time.

**II. Align the Program Level SLOs with the College Goals.**

*Briefly discuss how your program meets the goals of the college.*

Among COM's goals, as listed in the 2006-07 schedule, the following are specifically addressed by our program:

2. Develop and maintain supportive learning environment where individuals will be most likely to fulfill their personal and professional goals and expectations.
3. Respond to changing demographics and community need by incorporating flexibility into scheduling, facilities usage, curriculum development and faculty assignment.
5. Identify and address workforce development needs.
6. Investigate our institutional and instructional performance by continually gathering and analyzing both qualitative and quantitative data.
7. Develop and implement sound and coordinated planning process, utilizing data gathered through Program Review and other data sources, to support institutional, instructional support service goals, and to promote achievement of student learning outcomes.

In accordance with these goals, the ESL Program established the department level critical thinking and behavioral SLO's above. Every ESL class has specific SLO's directed to achieve these more general departmental SLO's. These can be found in the first ESL Program Review document, pages 35-56 (credit) and pages 42-43 (noncredit). Course level SLO's are examined every semester by the ESL faculty and the results are used to adjust curriculum and teaching methods.

**II. Assess the student success in your program.**

*How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.*

## Program-wide Promotion Testing;

During the 2004-5 academic year, noncredit faculty designed promotion tests for level 10 and 20 students based on the student learning outcomes in new course outlines developed the previous summer. The tests were implemented the following year and have been used successfully for five semesters. They cover listening, grammar, reading and writing. The same tests are given in all sections of the program so that there is a single standard for promotion. The tests are not timed; however, students are not allowed to use dictionaries during

the tests. It is expected that receptive skills of reading and listening will be acquired first and the productive skills of writing and sentence structure will take longer.

In the spring of 2007 we did a study of student success rates on each of these promotion tests. We found the level 10 student scored very high in the listening and reading sections but had much less success in the writing and grammar sections. It is understandable that writing would be difficult. However, across the board all student scored poorly on the grammar test. We then did an item analysis of over 700 student's grammar tests over 4 semesters to see if there were any patterns. Teachers decided that much of the problem lay in the multiple choice nature of the grammar section. Each question had one correct answer and 3 distractors which were very successful in distracting them! The test was redesigned and implemented in the fall of 2007 and the pass rate went up significantly.

The level 20 students perform more evenly across all the skill areas. 85-91% passed the listening and reading sections. 55-60% passed the grammar section. We have done an item analysis on the level 20 grammar section and are looking to update this test as well.

Levels 30, 35 and 40 take the credit placement test at the end of each semester so that those who are ready to move on to credit can do so.

#### **IV. Document student success/achievement in the program.**

*Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)*

-Noncredit ESL does not award degrees, awards, transfers, grades etc. We do not have data regarding job placement. However we can judge our success by several methods.

1. Increase in overall retention: In looking at data is from our ESL program database of student enrollments, drops and waitlists between Fall 05 and Fall 06, we have found a 20% increase (from 40% to 60%) in retention of students from the beginning of the semester to the end. Although NC ESL is open entry open exit, we have ONLY counted the students who began on the first day of class and remained in class until the end of the semester. Because of the fluid nature of noncredit, retaining students is always a challenge. We began to implement level-wide promotion tests during this time. I believe students saw the advantage of completing the class, taking the tests and moving up. This kind of retention has continued and the number of students moving through the whole program has increased - so that enrollment at our upper levels has increased and required additional sections to be offered at that end of the spectrum.

#### **2. Repetition:**

NC ESL does not give grades. And in noncredit ESL students are allowed to take a level multiple times. Students do not move up until they receive permission to by the teacher or through taking a test. We have analyzed the number of times a student took each level (10, 20, 25, 30, 35, 40) between Fall 04 and Spring 07.

The goal is for students to acquire the language skills they need to succeed in their lives and in further areas of study. Real acquisition often requires more than one semester depending on the students' educational backgrounds as well as their level of exhaustion as they try to juggle the demands of work, family, a new culture and school. (40% of our students work at least 30-40 hours/week and another 21% work over 40 hours/week. In spite of this, 60% - 75% of our students only take a level one time and move up! Another 19% - 32% move up after taking a level 2 times. Those taking it three times (1% - 11%) may have started their first semester late. The few students who have taken any level 5-6 times (less than 1.3%) have literacy issues which make it difficult to move on quickly.

#### **V. Note areas for future improvement.**

*Address needs of program like curricular innovation, resource allocation, upgrading facilities , technology, unit allocation, staffing, etc.*

NC ESL plans to develop promotion tests for its next level and to assess and revise the tests for the lower levels. We will be revising our course outlines to address things we have learned through the promotion test analysis as well as through this program review.

-The noncredit ESL program would like to eventually expand on its vocational offerings to include classes geared towards students in the healthcare fields - to address their communicative and pronunciation needs in particular. We would like release time or grant money to work with faculty in nursing, dental assisting or medical assisting to adapt selected modules of the "English Health Train" curriculum to the specific needs of students in Marin County and also for students in or hoping to enter College of Marin's allied health departments. We would also like to work with allied health faculty to develop pronunciation curriculum using the Medical American Speech Sounds software.

-NC ESL hopes for full time hires soon to provide stability and consistency in the program. We also would like additional hours/units for classes at IVC to serve students living in Novato.

-NC ESL generally gets what is left of rooms...Often one class ends up meeting in 2-3 different rooms. While we can deal with this, it would be nice at some point to have specific rooms...The program needs rooms which hold at least 32-35 students so that we don't end up with such big waitlists. Smart Classrooms would be wonderful across the board, but are especially needed for the upper levels of Noncredit.

-NC ESL has a large parttime faculty who have NO place to meet or prepare except a closet where we keep our materials. The ESL office is now shared with Community Education.

-NC ESL, CR ESL and Modern Languages hope at some point to be able to upgrade the LC 150 Language and Culture

Lab to the next level where teachers and students have more interactive capabilities.

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